

**THE UNIVERSITY OF ARIZONA®**

**Master of Education  
in  
School Counseling**

**Student Handbook  
2025-2026**



**Educational Psychology  
College of Education  
PO BOX 210069  
University of Arizona  
Tucson, AZ 85721-0069  
520-624-7828  
edp@arizona.edu**

<https://education.arizona.edu/educational-psychology>

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**University of Arizona  
Department of Educational Psychology  
School Counseling Program  
Mission and Objectives**

**FOREWORD**

The University of Arizona Graduate College provides central support and leadership to serve, oversee, and advance all aspects of the graduate enterprise of the University of Arizona. All enrolled graduate students are expected to abide by the policies and procedures of the Graduate College. For more information please visit:

<https://grad.arizona.edu/about>

The Handbook for the Master of Education in School Counseling has been prepared to provide a primary source of information for students pursuing the M.Ed. Degree in School Counseling within the Department of Educational Psychology. Although it is not intended to take the place of direct contact with faculty and staff, the Handbook should be reviewed prior to communicating with them. Students are strongly encouraged to regularly interact with faculty, staff, and other students as they progress through their degree program. For students seeking further information or assistance, please contact the Program Director, Dr. Lia Falco or the Department Head, Dr. Jessica Summers.

Educational Psychology

<https://education.arizona.edu/educational-psychology>

College of Education  
P.O. Box 210069  
University of Arizona  
Tucson, Arizona 85721-0069  
Phone: 520-621-7828  
Fax: 520-621-3821  
E-mail: [ldf@arizona.edu](mailto:ldf@arizona.edu)  
E-mail: [edp@arizona.edu](mailto:edp@arizona.edu)

## **Our Mission**

The mission of the University of Arizona school counseling program is to prepare professional school counselors to meet the needs of all students in 21st century schools. Through leadership, advocacy, collaboration, use of data, and action, our graduates will be competent at identifying and addressing barriers that impede equal access to educational and career opportunities for all students. We are committed to educating professional school counselors who provide a comprehensive PK-12 developmental counseling program that will assist all students to achieve academic success, social emotional growth, and attain a fulfilling career in the future that is aligned with their interests and abilities.

## **Program Overview**

The master's program in school counseling prepares graduates to design, implement, and evaluate comprehensive school counseling programs that prepare all students for academic success in school and productive, successful lives. The program responds to the needs of schools throughout the country while also preparing school counselors to meet the particular needs of Arizona schools. It prepares graduates to be skillful in all components of school counseling, emphasizing collaboration with teachers, parents, and the larger educational community. The school counseling program is committed to the integration of teaching, research on school counseling, and active involvement with the schools and community agencies of southern Arizona. Successful completion of the program qualifies students for Arizona State Guidance Counselor Prekindergarten-12 certification. The M.Ed. in School Counseling requires a minimum of 48 credits of graduate level coursework. This School Counseling program is unique in that all courses are geared to preparing school counselors. Most programs train counselors for a variety of settings; the U of A program is designed specifically and exclusively for school counselors.

## **Program Objectives**

1. To prepare counselors for state and national certification as school counselors.
2. To prepare counselors to work effectively with students, teachers, administrators, and all other stakeholders.
3. To prepare counselors who possess excellent skills in school counseling. More specifically, graduates will possess knowledge of theory, skills in appraisal, and expertise in intervention techniques.
4. To prepare counselors who have knowledge and skills necessary to conduct a comprehensive and developmental school counseling program.
5. To prepare counselors who demonstrate healthy self-awareness and understanding and who understand the importance of self-care for counselors.
6. To prepare counselors who counsel within the ethical guidelines of the American Counseling Association and the American School Counselor Association.
7. To prepare counselors who counsel with empathy, competence, caring, and an appropriate approach in a range of environments and with all students.
8. To prepare counselors who consult and advocate for students within and outside the school setting.

## **Student Checklist**

**AS A STUDENT IN THE SCHOOL COUNSELING AND GUIDANCE PROGRAM YOU MUST:**

- \_\_\_\_\_ 1. Be accepted by the Graduate School for admission to the School Counseling program.**

**ADMISSIONS APPLICATION:** Admission to graduate programs in Educational Psychology is based on a careful and comprehensive evaluation of the applicant's overall potential. In reviewing applications, major attention is given to the student's goals, previous academic record, academic recommendations, and evidence supporting the applicant's ability to communicate effectively in writing.

**The minimum entrance requirements for the School Counseling program are as follows:**

**a. A completed bachelor's degree from an accredited institution with a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale in the last 60 credit hours.**

**b. A completed application in the University of Arizona GradApp portal (select SCCO MED), along with copies of all undergraduate and graduate course work and payment of Graduate College application fees. Applications must be received in the department by February 1 for Fall enrollment. New students are only admitted to start in Summer or Fall. Based on resources, including availability of faculty advisors, the department will limit the number of new applicants who will be accepted.**

**Admission information and the application are available on the Graduate College Website: <http://grad.arizona.edu/admissions>**

**c. Completed Personal Data Form.**

**d. TOEFL: Total and TWE scores must be submitted by students for whom English is a second language.**

**e. Statement of Purpose: A brief statement (200-500 words) of the applicant's long-range professional goals and how the M.Ed. aligns with those goals.**

**f. Submit three letters of recommendation by three individuals who can attest to successful work experience, potential to successfully complete a graduate degree, and potential as a school counselor.**

**g. Be available, after initial screening based on the above material, for an interview (in person or via phone).**

**Once a student is admitted, the following steps must be taken:**

- \_\_\_\_\_ 1. Contact the advisor assigned in the acceptance letter to plan your courses for your first semester. See the list of courses on page 7.**
- \_\_\_\_\_ 2. In conjunction with their advisor, each student develops a Plan of Study as early as possible during the first few months in residence, to be submitted to the Graduate College during the second semester in residence.**
- \_\_\_\_\_ 3. Successfully complete EDP 506 and EDP 507 during the first semester (3 credits each).**
- \_\_\_\_\_ 4. Obtain a fingerprint clearance card and professional liability insurance.**
- \_\_\_\_\_ 5. Take a minimum of 42 additional approved graduate credits (total credits: 48).**
- \_\_\_\_\_ 6. Prior to enrolling in EDP 594 Practicum, you must receive a recommendation for the practicum by the EDP 507 instructor. Refer to the Practicum/Internship Handbook for requirement details and procedures.**
- \_\_\_\_\_ 7. Maintain a grade point average (GPA) of at least 3.0.**
- \_\_\_\_\_ 8. Complete a leadership & advocacy capstone project during the final semester of internship.**

**Master's degree seeking students must complete all course work within six years (minus one semester) of taking the first course. Refer to the graduation deadlines online at the Graduate College website for commencement and information regarding deadlines. For further information please visit <https://grad.arizona.edu/new-and-current-students>**

M.Ed. School Counseling Plan of Study Worksheet

**Year 1 Fall: 12 units**

EDP 506 Professional Orientation and Ethics (3)

\_\_\_\_\_

EDP 507 Theories and Techniques of Individual Counseling (3)

\_\_\_\_\_

EDP 501 Child Development (3)

\_\_\_\_\_

Elective (3)

\_\_\_\_\_

**Year 1 Spring: 12 units**

TLS 537 Equity in Schools & Society (3)

\_\_\_\_\_

EDP XXX Group Dynamics in Educational Settings (3)

\_\_\_\_\_

EDP 510 Learning Theory in Education (3)

\_\_\_\_\_

EDP 594 School Counseling Practicum (3)

\_\_\_\_\_

**Year 1 Summer (optional): 3 or 6 units**

EDP 594 Mental Health Practicum (3)

\_\_\_\_\_

Elective (3)

\_\_\_\_\_

**Year 2 Fall: 9 or 12 units**

EDP 545 Leadership & Advocacy in School Counseling (3)

\_\_\_\_\_

EDP 594 Mental Health Practicum(3)

\_\_\_\_\_

EDL 562 Arizona Education Law (3)

\_\_\_\_\_

EDP 593 School Counseling Internship (3)

\_\_\_\_\_

**Year 2 Spring: 9 or 12 Units**

EDP 582A Educational Evaluation (3)

\_\_\_\_\_

EDP 550 Career Counseling and Development (3)

\_\_\_\_\_

Elective (3)

\_\_\_\_\_

EDP 593 School Counseling Internship (3)

\_\_\_\_\_

Total Units:

**48**

Notes: Summer courses are optional. You may choose to take one or more courses during the summer – if you do so, the number of units for fall/spring semesters in your second year will vary accordingly. See elective worksheet for elective course options

## **UA Catalog Course Descriptions for Required Courses**

**The School Counselor program curriculum is guided by the state standards for professional school counselors.**

### **EDP 506 – Professional Orientation and Ethics in School Counseling (3 units)**

**Description:** Orientation to the role and activities of a K-12 school counselor. Emphasis on the components of a developmentally-oriented school counseling program as well as introduction to professional ethics.

**Grading:** Regular grades are awarded for this course: A B C D E. Usually offered: Fall.

### **EDP 507 – Theories & Techniques of Individual Counseling in School Settings; prepracticum (3 units).**

**Description:** This course provides an orientation to foundational counseling theories and techniques. This course emphasizes the developmental application of counseling theory and techniques with particular attention towards children, adolescents, and caregivers across diverse backgrounds and settings.

**Grading:** Regular grades are awarded for this course: A B C D E.  
**Usually offered:** Fall

### **EDP 545 – Leadership & Advocacy in School Counseling (3 units)**

**Description:** This course emphasizes leadership and advocacy skills for school counselors related to comprehensive program development, planning, and implementation in P-12 schools.

**Grading:** Regular grades are awarded for this course: A B C D E.  
**Usually offered:** Fall.

### **TLS 537 – Equity in Schools and Society (3 units)**

**Description:** Implicit and explicit ways in which values are introduced into the classroom and school. Research on the hidden curriculum, ethnic/racial and sex equity and prejudice and methods for combating inequities. **Grading:** Regular grades are awarded for this course: A B C D E.

**Usually offered:** Spring.

### **EDP 536 – Group Dynamics in Educational Settings (3 units)**

**Description:** This course is designed to provide an overview of group development, dynamics, therapeutic principles, and leadership. Students will learn through interactive and experiential activities to effectively use different interventions and techniques to meet various group goals; attend to both content and process; and to understand group leader roles, behaviors, and responsibilities.

This course prepares school counselors to plan, conduct, and evaluate all psychoeducational and counseling groups in schools. Students will understand the unique therapeutic value of group work, be aware of current theories of group development, and develop skills for using exercises, processing, and using group skills and techniques to facilitate growth in members. Students will learn the qualities and styles of effective group leaders. **Grading:** Regular grades are awarded for this course: A B C D E. **Usually offered:** Spring



**EDP 510 – Learning Theory in Education (3 units)**

**Description:** Major theories of learning and motivation; emphasis on relationships between theory and practice in the schools. Grading: Regular grades are awarded for this course: A B C D E.

**Usually offered:** Spring.

**EDP 594 – School Counseling Practicum (3 units)**

**Description:** This course provides an opportunity for students to practice their skills in a school setting and gain knowledge about the school context. Grading for this course is S (Superior), P (Pass), or F (Fail). Performance evaluations by the site supervisor and the university supervisor will be considered. Attendance at group and individual/triadic supervision is expected and will be considered. Completion of all tasks in the Critical Tasks list is required for a passing grade.

**Prerequisite(s):** consent of 507 instructor.

**Usually offered:** Spring.

**EDP 594 – School-Based Mental Health Practicum (3 units)**

**Description:** The purpose of this course is to provide students with initial clinical experience, under supervision, to help them improve and strengthen counseling skills in a school-based mental health setting. Students are required to complete a minimum of 100 clock hours, including 40 hours of direct service. Grading for this course is S (Superior), P (Pass), or F (Fail). Performance evaluations by the site supervisor and the university supervisor will be considered. Attendance at group and individual/triadic supervision is expected and will be considered. Completion of all tasks in the Critical Tasks list is required for a passing grade.

**Usually offered:** Summer/Fall.

**EDP 501- Advanced Child Development (3 units)**

**Description:** Aspects of growth and development which influence behavior of the school-age child; emphasis on current research findings.

**Grading:** Regular grades are awarded for this course: A B C D E.

**Usually offered:** Fall.

**EDL 562 – Arizona Education Law (3 units)**

This course is a master's level survey of sample Arizona statutes, legal codes and cases that pertain to school policies, with a focus on practical knowledge at the building level. Students will study relevant legal issues as well as learn about the legal rights and responsibilities of students, teachers and administrators within the educational system in Arizona.

**Grading:** Regular grades are awarded for this course: A B C D E.

**Usually offered:** Fall.

**EDP 593 – School Counseling Internship (6 units)**

This course provides an opportunity for students to advance their skills in a school setting. Grading for this course is S (Superior), P (Pass), or F (Fail). Performance evaluations by the site supervisor and the university supervisor will be considered. Attendance at group supervision is expected and will be considered. Students are expected to complete a minimum of 600 clock hours, including 240 hours of direct service. Completion of all tasks in the Critical Tasks list is required for a passing grade.

**Prerequisite(s):** A grade of P or S for SERP 594.

**Usually offered:** Fall/Spring.

**EDP 582 – Educational Evaluation (3 units)**

**Program evaluation history, principles and techniques; political context, illustrative cases, technical skills for determining merit or making decisions about educational and social programs.**

**Grading: Regular grades are awarded for this course: A B C D E.**

**Usually offered: Spring.**

**EDP 550 – Career Counseling and Development (3 units)**

**Description: This course provides emphasis on decision making for school counselors related to assisting students with assessment of interests, personality, values, skills, and goals for career planning and attainment of necessary advanced education and/or training to meet career planning objectives.**

**Grading: Regular grades are awarded for this course: A, B, C, D, E**

**Usually offered: Spring**

## Academic Advising

Each student is assigned an initial advisor. Chosen from the School Counseling Faculty, the advisor's responsibilities include:

1. Program planning and approval
2. Monitoring student progress each semester
3. Approving electives
4. Consulting on field experience placements

### Current advisors:

Dr. Lia Falco [ldf@arizona.edu](mailto:ldf@arizona.edu)

Dr. Renae Mayes [rdmayes@arizona.edu](mailto:rdmayes@arizona.edu)

Students are required to meet with their Advisor at least once a semester to ensure appropriate course sequencing. *It is the student's responsibility to contact their advisor and make an appointment.* Group advising meetings may be held in lieu of individual meetings.

Scheduling of courses in the program is designed to accommodate full-time students as well as students who pursue the degree on a part-time basis. The 48 semester hour sequence can be completed in a minimum of two years (for full-time students including summer classes) and must be completed within six years (minus one semester) of the first course enrollment.

## Financial Aid

Students in the School Counseling program may receive scholarships, fellowships, or assistantships as they are available. Students are encouraged to visit the Office of Student Financial Aid <https://financialaid.arizona.edu/> or the Graduate College <https://grad.arizona.edu/funding> for information about other sources of financial support.

## **Grade Appeal Policy**

**Students are entitled to fundamental fairness in treatment from the instructor. Grading standards of students in the same course section must be consistent. Students who believe these policies have been violated may choose to file a grade appeal. The Grade Appeal policy and other information about Graduate College academic policies can be found here <https://grad.arizona.edu/policies/academic-policies>**

## **Non-Discrimination and Anti-Harassment Policy**

**The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex (including pregnancy), national origin (including shared ancestry and ethnic characteristics), age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes they have been the subject of discrimination to report the matter immediately as described in the section below, “Reporting Discrimination, Harassment, or Retaliation.” All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.**

### **Contact Us**

**Email: [equity@arizona.edu](mailto:equity@arizona.edu)**

**Phone: [520-621-9449](tel:520-621-9449)**

**University Services Building  
888 North Euclid Avenue, Room 203  
Tucson, AZ 85721**

**If the alleged policy violator is employed by the Office of Institutional Equity, then the individual who has been the subject of discrimination, harassment, or retaliation in violation of this Policy may contact Human Resources.**

## **Accommodations**

**The Disability Resource Center (DRC) ensures disability access on campus for students, employees, and visitors. We promote universal design through proactive collaboration with campus partners to cultivate a more inclusive University experience.**

**Students who require accommodations due to a disability must register with the Disability Resources Center in order to receive those accommodations. Instructors will have access on their class rosters to information about the reasonable accommodations for eligible students.**

## **Academic Integrity**

The School Counseling program abides by the University Code of Academic Integrity. Students should read the policy carefully. It is available at <https://deanofstudents.arizona.edu/policies/policies>

## **Endorsement Policy**

The School Counseling program is designed to prepare graduates to obtain initial state certification as a school counselor in Arizona. School counselors are required to keep skills current by taking additional training for recertification. Each state has its own requirements for continuing education.

After an appropriate period of supervised practice, graduates may seek to obtain a Nationally Certified School Counselor certification from the National Board for Certified Counselors. Information about this credential can be found at <https://nbcc.org/certification/ncc>

## **Student Review and Retention**

The ACA Code of Ethics and Standards of Practice of the American Counseling Association states that [faculty members] ... assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent services due to academic or personal limitations (Section F.3.a.). Therefore, students in the School Counseling program at The University of Arizona are evaluated on a regular basis on both academic and nonacademic standards.

### ***Academic Standards***

Falling below a cumulative graduate GPA of 3.000 or failure to meet other academic progress requirements will result in the student being placed on academic probation by the Dean of the Graduate College. Students on probation are required to meet with their Faculty Advisor, discuss the steps to be taken to remediate the problems that led to the probationary status, and develop a mentoring plan with specific actions to get back into satisfactory status. If, upon completion of a semester, the student's cumulative graduate GPA is below 3.0, or if the student failed to make satisfactory progress during that semester, the student will be allowed to register for one additional semester. An academic probation hold will prevent students from enrolling beyond that additional semester. Students who fail to make satisfactory process, and those whose cumulative graduate GPA is below 3.0, for two consecutive semesters will be disqualified from their program. For more information about academic probation please visit <https://grad.arizona.edu/policies/academic-policies/academic-probation>

### ***Nonacademic Standards***

**In addition to maintaining high academic standards, students enrolled in the program must develop skills necessary to work with people with diverse needs. The faculty expects students, as future school counselors, to:**

- be committed to personal growth and professional development;**
- demonstrate appropriate social skills;**
- be concerned about people;**
- demonstrate emotional and mental fitness in their interactions with other students and faculty;**
- be able to receive and give constructive feedback; and**
- use the skills and techniques that are generally accepted by others in the profession.**

**Further, students are expected to adhere to the codes of ethics of their professional associations (ACA and ASCA) and the relevant regulatory boards of the state of Arizona. A student's acceptance in the program does not guarantee his or her fitness to remain in the program. The faculty are responsible for assuring that only those students who continue to meet program standards are allowed to continue in the program.**

## **Evaluating Student Fitness and Performance**

**Members of the faculty evaluate student fitness and performance on an annual basis. The faculty make judgments as to the student's professional fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations (role plays), supervisor's evaluations of students' performances in clinical situations (practicum and internship), and their adherence to their discipline's codes of ethics.**

**On rare occasions, faculty may become concerned about a student's suitability for entry into the school counseling profession even though the student may be evidencing satisfactory performance in academic course work.**

**Examples of behaviors that may be evidence of professional impairment include, but are not limited to, the following:**

- violation of professional standards of ethical codes;**
- inability or unwillingness to demonstrate appropriate professional skills at an acceptable level of competency;**
- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;**
- interpersonal behaviors and interpersonal functioning that impair one's professional functioning; and**
- inability to exercise sound clinical judgment, exhibiting poor interpersonal skills, and pervasive interpersonal problems.**

**An effort will be made to identify the problem and to create a solution with the student and the program. Student difficulty is noted by the individual professor, and the following procedures will be used:**

- **Professor initiates a meeting with the student to discuss their concern(s);**
  - **Faculty member presents in writing their concern(s) to the Program Director;**
  - **The concerns of the faculty member are discussed in a faculty meeting;**
  - **Advisor-student conference in which the concerns of the Program Faculty are shared with the student and an agreement of developmental steps is contracted;**
  - **The advisor presents the contract to the other faculty members;**
  - **The advisor will monitor subsequent progress in carrying out the recommendations of the Program Faculty;**
  - **The advisor presents an evaluation to Program Faculty;**
  - **The advisor provides feedback to the Program on progress; and**
  - **A student not satisfied with the decision can follow the Graduate College Grievance Policy available at: <https://grad.arizona.edu/policies>**
- 
- **If it is deemed that a student's professional fitness is in question, the faculty may recommend the following actions:**
  - **A formal development plan;**
  - **Additional practicum and/or clinical work;**
  - **Personal mental health counseling (individual or group);**
  - **Temporary leave of absence from the program;**
  - **Additional academic course work;**
  - **Additional supervision;**
  - **Formal probation;**
  - **Encouragement to withdraw from the program; and/or**
  - **Formal dismissal from the program.**

## Candidate Evaluation of Dispositions

All M.Ed. students must demonstrate, at minimum, an intermediate level of performance on all of the dispositions listed below. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of all dispositions is required before a M.Ed. student will be approved for graduation. Student performance will be assessed according to these levels:

Unaware	Novice	Intermediate	Professional
Behaviors do not reflect the disposition or attribute. May be unaware of need for the disposition.	Behaviors begin to reflect the disposition. However, implementation is not always consistent or successful.	Behaviors consistently reflect the dispositions.	Behaviors frequently go above and beyond expectations and demonstrate effective leadership or the ability to be proactive.

### Domain A: Professional Behavior

Dispositions	Behaviors	Assessment Level			
		Unaware	Novice	Intermediate	Professional
<i>Professional demeanor</i>	Communicates respectfully with classmates, faculty, and supervisors.				
	Manages time effectively and is punctual for class, meetings, and appointments.				
	Demonstrates flexibility and ability to work collaboratively				
<i>Relationships with others</i>	Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner.				
	Offers feedback to peers, faculty, and supervisors in a respectful and solution-oriented manner.				
	Perceives and honors the physical, emotional, and social boundaries of others.				
	Perceives and honors diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.				
	Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.				
	Engages in open, comfortable, clear communication with peers and supervisors.				
	Respects opinions, practices, values, and emotional reactions that are different from one's own.				
<i>General work attitude and enthusiasm</i>	Tolerates demanding workloads and stressful conditions.				
	Demonstrates the ability to function in ambiguous situations.				
	Seeks and uses feedback from peers and supervisors to improve professional behavior.				
<i>Commitment to professional development</i>	Engages in professional growth: reading, scholarly work, conferences, workshops, and additional coursework.				
	Invests the time and energy to develop professional counseling and student development skills and professional competencies.				
	Recognizes and demonstrates a commitment to address personal, interpersonal, and professional growth				



<b>Integrity</b>	<b>Adheres to the ethical guidelines of the counseling and student affairs professions.</b>				
	<b>Respects and upholds the confidentiality of clients' issues and concerns.</b>				
<b>Professional judgment</b>	<b>Exercises professionally sound judgment in the selection, timing, and implementation of counseling and student development techniques and strategies.</b>				
<b>Comments:</b>					

<b>Unaware</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Professional</b>
<b>Behaviors do not reflect the disposition or attribute. May be unaware of need for the disposition.</b>	<b>Behaviors begin to reflect the disposition. However, implementation is not always consistent or successful.</b>	<b>Behaviors consistently reflect the dispositions.</b>	<b>Behaviors frequently go above and beyond expectations and demonstrate effective leadership or the ability to be proactive.</b>

**Domain B: Planning, Preparation and Productivity**

<b>Dispositions</b>	<b>Behaviors</b>	<b>Assessment Level</b>			
		<b>Unaware</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Professional</b>
<b>Dependability, conscientiousness, responsibility</b>	<b>Arrives on time to academic and professional commitments.</b>				
	<b>Meets attendance obligations and expectations.</b>				
	<b>Accepts personal responsibility for one's own actions and behaviors.</b>				
	<b>Is punctual and reliable in the completion of assignments and correspondence during coursework and clinical supervision.</b>				
	<b>Arrives able to perform professional tasks and functions, including the exercise of sound judgment.</b>				
<b>Effort and preparation</b>	<b>Arrives prepared to perform professional tasks and meet academic or professional responsibilities.</b>				
	<b>Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.</b>				
<b>Productivity</b>	<b>Completes assigned tasks on schedule.</b>				
	<b>Works effectively as part of a group, as well as independently.</b>				
<b>Comments:</b>					

**Domain C: Commitment to Developing Professional Competencies**

Dispositions	Behaviors	Assessment Level			
		Unaware	Novice	Intermediate	Profession
<i>Commitment to developing multicultural competencies.</i>	Demonstrates appreciation for diversity.				
	Understands and respects diverse backgrounds, beliefs, and values of students, clients and colleagues.				
	Seeks feedback about multicultural knowledge and skills and uses this feedback to improve professional functioning.				
<i>Commitment to developing interpersonal competencies.</i>	Seeks and uses feedback about one's personal and interpersonal functioning and uses this feedback to improve professional functioning.				
	Demonstrates respect, clear communication, and a commitment to collaborative problem solving when facing interpersonal differences.				
<i>Commitment to developing counseling or student development competencies.</i>	Recognizes one's own professional competencies and shares them with peers, supervisors, and faculty.				
	Seeks feedback from peers, supervisors, and faculty about one's professional knowledge and skills and uses this feedback to improve professional functioning.				
	Demonstrates willingness to learn new modes of service delivery and use a variety of resources.				
	Demonstrates willingness to use technology as a tool in service delivery.				
	Demonstrates commitment to improving practice through data collection, assessment and program evaluation.				
	Demonstrates commitment to lifelong learning.				
<i>Comments:</i>					

## **Faculty/Student Responsibilities Form**

**As a graduate student in the School Counseling Program, Department of Educational Psychology, College of Education, University of Arizona, I hereby certify that I have:**

- (1) Met my faculty advisor prior to or during the first semester in the program to plan my course of study.**
- (2) Been informed about the student retention policy, including procedures for possible student remediation and/or dismissal from the program for reasons other than academic.**
- (3) Been informed about the program's academic appeal policy.**
- (4) Been given information about appropriate professional organizations.**
- (5) Been informed where to find a copy of the American School Counseling Association Code of Ethics and Standards of Practice and other appropriate professional standards of practice such as the American Counseling Association.**

**As I continue through the program, I will:**

- (a) Obtain information about the type and level of skill acquisition required for successful completion of training.**
- (b) Participate in the training components that encourage self-growth or self-disclosure as part of the training process.**
- (c) Become knowledgeable about the type of supervision settings and requirements of the sites for required clinical field experiences.**
- (d) Obtain information about the evaluation procedures.**
- (e) Become aware of where to receive up-to-date employment prospects for graduates.**
- (f) Meet with my advisor at least once each semester.**

**Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

## **Professional Organizations**

**Students and graduates are encouraged to join and to become active in professional organizations or associations. There are many benefits derived from membership in a professional organization. As a member of a professional organization, the student:**

- 1. Receives the most recent publications.**
- 2. Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops.**
- 3. Is eligible for such membership services as professional liability insurance, legal defense fund, library resource use, etc.**
- 4. Has a method of direct involvement with activities and issues pertinent to the profession.**
- 5. Is affiliated with other professionals having interests and areas of similar expertise.**
- 6. Has a way to stay up-to-date in the knowledge, practices, and research findings in the field.**

**Students in the School Counseling program should follow the professional code of ethics and certification guidelines established by the following organizations:**

### **American School Counseling Association (ASCA)**

**1101 King Street, Suite 625**

**Alexandria VA 22314**

**(703) 683-ASCA**

**Toll-free: (800) 306-4722**

**(703) 683-1619, fax**

**<http://www.schoolcounselor.org>**

### **American Counseling Association**

**5999 Stevenson Ave.**

**Alexandria, VA 22304**

**(703) 823-9800**

**<http://www.counseling.org/>**

## **Graduate College Grievance Policy**

Should a graduate student feel they have been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, the department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may be able to file a formal grievance. For more information about the grievance policy and other graduate college policies please visit <https://grad.arizona.edu/policies>

## **PreK-12 Guidance Counselor Certification in Arizona**

The most recent criteria for obtaining a School Counselor Certification (PreK-12) from the Arizona Department of Education are available at: <https://www.azed.gov/educator-certification/school-counselor-prek-12>

These include

### **Degree Requirement**

- **Master's Degree:** A master's or more advanced degree from an accredited institution.

One of the Following (Option A, B, C, or D):

#### **Option A: Guidance and Counseling Graduate Program**

- **Graduate Program:** Completion of a graduate program in guidance and counseling from an accredited institution.

**Allowable Deficiency Requirement:** The requirement below is an allowable deficiency that must be completed within three years of issuance of the certificate. Please click on the "Allowable Deficiencies" button below for further information

- **Practicum/Experience:** One of the following:
  - **Practicum:** Completion of a supervised counseling practicum in school counseling from an accredited institution; -OR-
  - **School Counseling Experience:** Verification of two years of full-time experience as a school counselor; - OR-
  - **Teaching Experience:** Verification of three years of full-time teaching experience.

-OR-

#### **Option B: Counseling, Social Work, or Psychology Graduate Program**

- **Graduate Program:** Completion of a graduate program in counseling, social work, or psychology from an accredited institution.

**Allowable Deficiency Requirement(s):** The requirements below are allowable deficiencies that must be completed within three years of issuance of the certificate. Please click on the "Allowable Deficiencies" button below for further information

- **Coursework:** Completion of six semester hours of courses in any of the following areas: school counseling, college and career guidance, or academic advising.
- **Practicum/Experience:** One of the following:
  - **Practicum:** Completion of a supervised counseling practicum in school counseling from an accredited institution; -OR-
  - **School Counseling Experience:** Verification of two years of full-time experience as a school counselor; - OR-
  - **Teaching Experience:** Verification of three years of full-time teaching experience.

-OR-

#### **Option C: Behavioral Health License**

- **AZ Board of Behavioral Health License:** A valid license as an associate counselor, professional counselor, master or clinical social worker, or marriage and family therapist issued by the Arizona Board of Behavioral Health Examiners. Submit a photocopy of the license.

**Allowable Deficiency Requirement(s):** The requirements below are allowable deficiencies that

must be completed within three years of issuance of the certificate. Please click on the "Allowable Deficiencies" button below for further information

- **Coursework:** Completion of six semester hours of courses in any of the following areas: school counseling, college and career guidance, or academic advising.
- **Practicum/Experience.** One of the following:
  - **Practicum:** Completion of a supervised counseling practicum in school counseling from an accredited institution; -OR-
  - **School Counseling Experience:** Verification of two years of full-time experience as a school counselor; - OR-
  - **Teaching Experience:** Verification of three years of full-time teaching experience.

**-OR-**

**Option D: Academic Advising Program**

- **Graduate Program:** Completion of a graduate program in Academic Advising from an accredited institution.

**Allowable Deficiency Requirement(s):** The requirements below are allowable deficiencies that must be completed within three years of issuance of the certificate. Please click on the "Allowable Deficiencies" button below for further information

- **Coursework:** Completion of six semester hours of courses in any of the following areas: social and emotional development, mental health counseling, trauma and disaster counseling, multiculturalism in counseling, theories of counseling, the foundation of school counseling, or child and adolescent counseling.
- **Practicum/Experience:** One of the following:
  - **Practicum:** Completion of a supervised counseling practicum in school counseling from an accredited institution; -OR-
  - **School Counseling Experience:** Verification of two years of full-time experience as a school counselor; - OR-
  - **Teaching Experience:** Verification of three years of full-time teaching experience.

## **The University of Arizona Educational Psychology Faculty**

### **School Counseling Faculty**

**Lia D. Falco, PhD (University of Arizona)**

**Associate Professor**

**Research interests:** motivation, identity, and career decision-making in adolescence

**Teaching specialty areas:** Professional Orientation to School Counseling, Ethics and Professional Identify, Career Counseling and Development, Internship Supervision

[ldf@arizona.edu](mailto:ldf@arizona.edu)

**Renae D. Mayes, PhD (Ohio State University)**

**Professor**

**Research interests:** college and career readiness for gifted Black students with dis/abilities and Black girls, Black wellness and joy, practice and policy implications for dismantling systems of oppression

**Teaching specialty areas:** Leadership & Advocacy, Group Dynamics, Theories and Techniques, Practicum Supervision

[rdmayes@arizona.edu](mailto:rdmayes@arizona.edu)

## **Educational Psychology Faculty**

**Heidi Burross**  
**Professor of Practice**  
[heidi@arizona.edu](mailto:heidi@arizona.edu)

**Katherine Cheng**  
**Assistant Professor**  
[katcheng@arizona.edu](mailto:katcheng@arizona.edu)

**Adriana Cimetta**  
**Associate Research Professor**  
[cimetta@arizona.edu](mailto:cimetta@arizona.edu)

**Ji Hong**  
**Professor**  
[jihong@arizona.edu](mailto:jihong@arizona.edu)

**Nicole Kersting**  
**Associate Professor**  
[nickik@arizona.edu](mailto:nickik@arizona.edu)

**Elizabeth Pope**  
**Associate Professor of Practice**  
[ejpope@arizona.edu](mailto:ejpope@arizona.edu)

**Jessica Summers**  
**Professor and Department Head**  
[jsummers@arizona.edu](mailto:jsummers@arizona.edu)

**Jonathan Tullis**  
**Associate Professor**  
[tullis@arizona.edu](mailto:tullis@arizona.edu)